**Meaningful HW: Flipping, Interactive and Autograded**

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**Description**: What is meaningful homework? Learn what research and current statistics says about homework before examining ways in which technology can transform it. We will look at tools to make homework interactive and autograded. We will look at tools to facilitate flipping the homework process. We will examine tools to to gamify homework.

Notes:

Rethinking Homework: Best Practices That Support Diverse Needs by [Cathy Vatterott](http://www.amazon.com/Cathy-Vatterott/e/B001ITVVUU/ref=ntt_athr_dp_pel_1/175-8176112-0199530) (Author)

### [How to Grade for Learning, K-12](http://www.amazon.com/How-Grade-Learning-K-12-OConnor/dp/1412953820/ref=sr_1_3?s=books&ie=UTF8&qid=1343685065&sr=1-3&keywords=ken+oconnor) by [Ken O'Connor](http://www.amazon.com/Ken-OConnor/e/B001JRVTX0/ref=sr_ntt_srch_lnk_3?qid=1343685065&sr=1-3)

Give feedback without a grade, student responds to feedback, then give the grade, once the number is attached the learning stops

Process, product, progress are all considerations.

Frequent short tests and homework, formative, not graded

DYKnow good for feedback giving

LMS - learning mgmt systems: moodle, compass, canvas, all have some sort of quizzing pkg, can perhaps get a demo acct from the company to play with the software

Quia not very expensive, good for activities and quizzes, can get acct by teacher not whole school

JunoEd a little more difficult, exercises with feedback after every question, can assign assignments to certain students and not others, can differentiate, free till January

Naiku can link questions etc to the standards, gives class and student statistics, student may look at their results and give the teacher feedback about why they missed the question

WebAssign used by science and math, numbers and elements are randomized so all students get a different question, students must talk about how they got the answer versus just the answer

Currwiki for writing your own

Make certain your flashcards are leitner scale

Brainscape, get away from multiple choice as they are somewhat just recognition and allow more guessing,

Brain operators operating manual (BOOM) for reflective learning, brain

Students like quizlet but not very powerful, studyblue will use evernote

Classroom collaborize, allows student voting and suggesting, shows students the results and you can put in more resources, free, use the segments you want, don’t be redundant with your lms

Classroom salon, put doc in, students may highlight, shows statistics about how many people marked it, useful for grade nine when they are just learning how to annotate, free, willing to work and improve, doesn’t do images well, they are improving and adding pdfs

Could offer graphic organizers as an option for student, not mandatory

Flipping classroom, history, need a checkpoint so you can see what they’ve done, tedtalks, khan, etc etc (see slide) good tools: Sophia and tedEDx, have screen recorders, students may ask questions and see each others questions and answer them,

Gamification, raptivity, they have it on one machine, scvngr is good, they can use it on their cell phone, even with a given laptop close to 30% of the students are using their phones instead.

(copied presentation materials)

Multimedia Madness: Creating eBooks, Podcasts, Videos etc to Support Instruction

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http: //goo.gl/tjCMP (presentation materials)

LMS = learning management system, like Moodle, etc. -- it needs to be in a central spot

going to a 1:1 made us really think about our teaching:

what are the skill sets that they really need?

Think about the technologies that your students easily have access to outside of class, and create content in formats that work well for them:

e.g., audio material that can be listened to on personal mobile device (e.g., when on a bus returning from sports match, which would not happen with a laptop)

(poll kids on how many have personal mobile devices)

URL shorteners are useful for giving kids time to log in (if all teachers use it, at the beginning of each class, you only need to add the five digit code that ends it: tjCMP

for the kids to log on quickly and get to where you want them to be)

Arguments in favor of use of technologies for learning

(and in favor of creating your own content):

- multimedia uses mult senses: read it and hear it (esp with Shakespeare)

- add images to readings

- feedback mechanisms built into tech

- kids tend to see multimedia as more social because they often use the content with other people

- It may make us re-think the line between soc learning/collaboration and

cheating: we may have to back off a bit on our notions of cheating, which

are about making the grading easier for us, not about the actual learning.

created content: needs to be short and sweet (no more than 5-10 mn)

Consider what has already been created:

- Crashcourse biology and world history videos

- Kahn Academy

- Stanford, Harvard, Yale, MIT online lectures

- TED

- Gilder-Lehrman and other sites with primary source documents

- Delicious.com/elhelfant/videos

When we create content, it allows us to offer the scaffolding that diff students need:

- "flow" (Czensmllllhali - sp.)

- "ZPD" -- zone of proximal development

challenge of skill mix needs to be right for each student: boredom leads to anxiety as much as frustration does

LMSs always have support: use their mobile platform, rather than going outside to find resources to make created content -- bc then kids can go to one place

Our school's requirements about posting assignments:

- teachers have to have week's schedule up by Monday on school LMS

- students have to check the LMS daily at 3 pm; teachers cannot change assignments for the next day after that

Teach everyone to find and use the "embed" codes attached to digital files to facilitate the process of your getting to their work (by putting the digital matter into your document) (embed code = HTML).

resources to use in creating "flipped" classrooms:

- Sophia.org (FREE) -- lets us easily make a worksheet with screen cast or any video included, can make individual tutorials, insert photos, videos, text, etc.

it has a built-in screen cast in the site, so you can create it right there

kids like it because they can zoom in on the parts they need to review

you can put together related tutorials in a "playlist" (packet or unit set)

There is a discussion board at the bottom which encourages them to talk

with each other about the work -- better than they would otherwise.

Students can use it without an account, but with an account, they can create

material as well. You can have struggling students create a screen cast of

themselves doing the work and share it with you, so that you can see what

problems with process they are having (this may be too time-consuming to

do for everyone, but useful when working with struggling students).

If you have access to Macs, you can make ePubs with "Pages" (software for creating multimedia publications) and "Keynote" (makes formatting easier)

but it is proving easier to author inside your LMS, so check that first.

MoGlue: works on mobile devices

- MoglueBuilder: import art and sound, and make them interactive

Assess what you are really having them do -- and have them spend the bulk of their time working on the things that really matter (not 2 mn on text and 2 weeks on the artwork).

When students are working independently, tell them, "Ask three, then me."

(to keep from being constantly interrupted)

If you are serious about getting kids to take risks, your grading policies should reflect that.

Issuu : upload pdf files and they are "published" like magazines

lulu?: same thing, but you can also buy/sell copies as bound print volumes

juno dd ? -- useful for making a new kind of eBook that can be personalized

Use GarageBand for making podcasts (have to have Macs)

- has multiple tracks if you choose the podcast option, and it lines up images and sound

- Delicious.com allows you to create a library of sounds

Aviary is a combination of PhotoShop and GarageBand in the cloud (has 6 tools: image editor, audio editor, swatch editor, etc as well as a music creator) -- Google apps will work with it

If students know they have to cite their sources, or can create their own content (images, music, sound, etc.), many will choose to make their own so they don't have to cite sources.

In groups, you can give students different roles on collaborative multimedia production: audio editor, image editor, etc.

Audioboo and AudioPal are good for creating audio.

YouTube -- videos

See the editor function -- you can add objects, text boxes, etc. to "ramp" your videos so that students can take different paths through material by choosing "I'm confident" or "I need more help" in response to certain problems.